PDHPE sample Kindergarten scope and sequence

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| Term | Outcomes | Learning overview | Opportunities to address |
| Term 1  PDHPE  10 weeks | PDe-3  PDe-4  PDe-8  PDe-10 | **Unit title** – How can I play with others?  **Unit description** – Students explore a variety of learning environments where they interact with others to develop interpersonal skills. An emphasis is placed on inclusion and how this can provide a supportive environment when students start school.  **Key inquiry questions**  How can we care for and include each other?  How do we move our bodies?  How do we participate with others when we are active?  What choices can help to make me safe, supported and active? |  |
| Term 2  PDH  10 weeks | PDe-1  PDe-2  PDe-9 | **Unit title** – Why am I unique?  **Unit description** – Students participate in a variety of activities across different contexts to identify their own strengths, interests and how they have different thoughts, feelings and responses to different situations. This unit strengthens student self-identity while learning about the differences of other people.  **Key inquiry questions**  What makes me unique?  How do we grow? | Child protection |
| Term 2  PE  10 weeks | PDe-4  PDe-7  PDe-8  PDe-11 | **Unit title** – How do I move?  **Unit description** – Students explore movement in many different forms with a focus on moving to music to introduce movement skills and concepts. Safe behaviour in a practical environment is explored by discussing how to use equipment appropriately and how they can interact positively with their peers. Students participate in individual and small group movement challenges as they explore balance, locomotor and manipulative skills.  **Key inquiry questions**  How do we move our bodies?  How do we participate with others when we are active?  What helps us to stay healthy and safe? |  |
| Term 3  PDH  10 weeks | PDe-2  PDe-6  PDe-7  PDe-9 | **Unit title** – How can I be safe?  **Unit description** – Students explore ways of keeping themselves safe across different contexts including protective strategies and people they can trust. They identify situations where they could use these strategies to keep themselves safe.  **Key inquiry questions**  What choices can help to make me safe, supported and active?  What helps us to stay healthy and safe?  How do we make healthy and safe choices in different situations? | Child protection  Drug education  Road safety |
| Term 3  PE  10 weeks | PDe-4  PDe-5  PDe-11 | **Unit title** – How can I move in different ways?  **Unit description** – Students explore ways to move and balance in response to stimuli. There is a strong focus on moving to music and the integration of different locomotor, stability and manipulative skills. They explore static and dynamic balance through individual and group-based activities. Students develop fundamental movement skills and explore how they can be integrated with the dominant movement patterns identified in gymnastic-style activities.  **Key inquiry questions**  How do we move our bodies?  How can we solve problems when moving?  How do we participate with others when we are active? |  |
| Term 4  PDH  10 weeks | PDe-6  PDe-7  PDe-10 | **Unit title** – What keeps me healthy?  **Unit description** – Students explore a range of activities that contribute towards positive health choices and who can influence them in their decision-making. This unit connects to ‘How can I be safe?’ with discussions of how remaining safe can impact your overall health. There is a focus on how participation in regular physical activity can influence physical, mental, social and emotional health.  **Key inquiry questions**  What helps us to stay healthy and safe?  How do we make healthy and safe choices in different situations? | Child protection  Drug education  Road safety |
| Term 4  PE  10 weeks | PDe-4  PDe-5  PDe-10  PDe-11 | **Unit title** – Why should we play together?  **Unit description** – Students participate in a wide variety of games to explore how to use equipment appropriately and why it is important to interact positively with their peers.  **Key inquiry questions**  How do we move our bodies?  How can we solve problems when moving?  How do we participate with others when we are active? |  |

[**PDHPE K-10 Syllabus**](http://www.educationstandards.nsw.edu.au/wps/wcm/connect/2f657694-dc52-48ba-a440-9256e92c00e3/pdhpe-k-10-syllabus-2018-pdf.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2018